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TOBACCO.

THE following views respecting the injurious effects of tobacco, we copy from the Thirteenth Annual Report of that distinguished philanthropist and physician, Dr. Samuel B. Woodward, late superintendent of the State Lunatic Hospital at Worcester.

If *men* cannot be induced to abandon the use of this vile weed, let children, at least, be saved from contracting a relish for it. The use of tobacco, in whatever form, is injurious to health, incompatible with cleanliness, and offensive to decency. It is equally repulsive to the outward senses and disgusting to the inward tastes. The practice of smoking, or chewing, or snuffing, is never indulged without downright injustice to others. What right has any man to becloud the atmosphere to my eyes by his smoke, to inundate the floor where I stand with his saliva, or to fill the air which I breathe with the particles or the effluvium of his vile powder? It is true, there is a limited space around every man, — some two or three inches, — which he may rightfully call his own, and use as he pleases. If I thrust my eyes or nose within that circle, and get befouled or bestenched, it is my own fault. But this space is limited. A man has no right to *three leagues*, — the extent of national jurisdiction out to sea. A man has no right to leave a track of poisoned air, a mile long, behind him. A man has no right to defile his mouth, and begrime his teeth, and then take them on a journey with him in a public conveyance. If a man will use his nose as a deposit for snuff, common politeness requires that he should encase it in parchment, and tie it tightly with a string, so as not to offend decent people. Had Nature designed the nose for a snuff-hole, she would have put it on the other end up, or at least have furnished it with a constrictory muscle, as a sphincter, by which it could be closed.

Above all ought school teachers to abstain from the filthy habit of using tobacco in any form. They cannot teach physiology and use tobacco at the same time, without undoing by their example what they enjoin by their precepts. Let them

improve all occasions to excite a disgust for it, and hold it up to the odium and contempt of their pupils. In this way, they will help forward civilization quite as much as by teaching grammar and geography.

At a late school convention in the State of New York, a resolution was introduced, declaring that any man who habitually uses tobacco is disqualified for being a school teacher. It has been well said to be an unaccountable fact, that those who know enough to construe Greek and Latin should not know enough to abstain from using tobacco and drinking rum. But let us hear Dr. Woodward.

"Tobacco is a powerful narcotic agent, and its use is very deleterious to the nervous system, producing tremors, vertigo, faintness, palpitation of the heart, and other serious diseases. That tobacco certainly produces insanity, I am not able positively to observe; but that it produces a predisposition to it, I am fully confident. Its influence upon the brain and nervous system generally, is hardly less obvious than that of alcohol, and, if used excessively, is equally injurious. The young are particularly susceptible to the influence of these narcotics. If a young man becomes intemperate before he is twenty years of age, he rarely lives to thirty. If a young man uses tobacco while the system is greatly susceptible to its influence, he will not be likely to escape injurious effects that will be developed sooner or later, and both diminish the enjoyments of life and shorten its period.

"The very general use of tobacco among young men at the present day is alarming, and shows the ignorance and devotion of the devotees of this dangerous practice to one of the most virulent poisons of the vegetable world. The testimony of medical men, of the most respectable character, could be quoted to any extent to sustain these views of the deleterious influence of this dangerous narcotic.

"Dr. Rush says of tobacco, 'It impairs appetite, produces dyspepsia, tremors, vertigo, headache, and epilepsy. It injures the voice, destroys the teeth, and imparts to the complexion a disagreeable, dusky brown.'

"Dr. Boerhaave says that, 'since the use of tobacco has been so general in Europe, the number of hypochondriacal and consumptive complaints has increased by its use.'

"Dr. Cullen says, 'I have known a small quantity, snuffed up the nose, to produce giddiness, stupor, and vomiting. There are many instances of its more violent effects, even of its proving a mortal poison.'

"Dr. Darwin says, 'It produces disease of the salivary glands and the pancreas, and injures the power of digestion, by occasioning the person to spit off the saliva which he ought to swallow.'

"Dr. Tissot once saw the smoking of it prove fatal.

"Dr. Pilcher details the particulars of a case of a medical

student whom he had been requested to see. 'This gentleman suffered under all the symptoms of phthisis. There were mucopurulent expectoration, night-sweats, &c. The mucous membrane of the throat, epiglottis, and the neighboring parts, were coated with a brown fur. The patient had been an immoderate snuff-taker; he was told to discontinue the snuff; he did so, and recovered.'

"Dr. Chapman says, 'By a member of Congress from the West, in the meridian of life, and of a very stout frame, I was some time since consulted; he told me that, from having been one of the most healthy and fearless of men, he had become "sick all over, and timid as a girl."' He could not even present a petition to Congress, much less say a word concerning it, though he had long been a practising lawyer, and served much in legislative bodies. By any ordinary noise, he was startled or thrown into tremulousness, and afraid to be alone at night. His appetite and digestion were gone; he had painful sensations at the pit of his stomach, and unrelenting constipated bowels. During the narrative of his suffering, his aspect approached the haggard wildness of mental distemperature. On inquiry, I found that his consumption of tobacco was almost incredible, by chewing, snuffing, and smoking. Being satisfied that all his misery arose from this poisonous weed, its use was discontinued, and, in a few weeks, he entirely recovered.

"Distressing as was this case, I have seen others, from the same cause, even more deplorable. Two young men were in succession brought to me for advice, whom I found in a state of insanity very much resembling delirium tremens. Each had chewed and smoked tobacco to excess, though perfectly temperate as regarded drink. The further account given me was, 'that, in early life, adopting this bad practice, it grew with their growth. Dyspepsia soon occurred, attended by great derangement of the nervous system, and ultimately, the mania I have mentioned. But I have also seen the same condition very speedily induced.'

"Dr. Franklin says he never used it, and never met with a man who did use it that advised him to follow his example.

"The venerable John Quincy Adams, in a recent letter on the subject, says that in early life he used tobacco, but for more than thirty years he had discontinued the practice. 'I have often wished,' says he, 'that every individual of the human race, affected with this artificial passion, would prevail upon himself to try, but for three months, the experiment which I have made, and am sure it would turn every acre of tobacco land into a wheat field, and add *five years* to the average of human life.'

"Some cases have come under my observation which show the injurious effects of tobacco where no evil was suspected.

"A respectable merchant, who abstained wholly from ardent

spirits, applied to me for advice. He complained of great weakness, tremor of the limbs and joints, with lassitude, general prostration of health, and depression of spirits. Knowing that he used tobacco freely, I advised him to discontinue it entirely. He soon became better, and, after a time, was wholly relieved from these disagreeable symptoms.

"A distinguished clergyman informed me that he had been an extravagant snuff-taker; that for years he had had a disagreeable affection of the head, and his health was not good. He did not attribute either to his use of snuff; but, thinking it a filthy habit and a growing evil, he resolved to leave it off. He was surprised to find the difficulty in his head almost immediately left him; and his general health became quite good.

"A gentleman of athletic frame, and about twenty-four years of age, applied to me for advice. He complained of insufferable faintness and distress of stomach, morning sickness, vomiting, trembling, and prostration of strength. He diminished his tobacco considerably, and was immediately better, but had not resolution to abandon the pernicious practice.

"In our experience in the hospital, tobacco, in all its forms, is injurious to the insane. It increases excitement of the nervous system in many cases, deranges the stomach, and produces vertigo, tremors, and stupor, in others. It is difficult to control its use with the insane; and, though considerable suffering comes from its entire abandonment, it cannot be generally allowed with safety.

"One patient, while at labor, found a quantity of tobacco, and hid it in his bed. He used it freely, became sick, lost his appetite, and confined himself to his bed completely intoxicated. After some days, diligent search was made, and a store of tobacco was found in his straw bed. When this was removed, he almost immediately recovered, and in a few days was well as before.

"A patient, who came into the hospital a furious maniac, soon became calm, and improved favorably. He labored in the field with propriety, and exhibited every indication of a favorable convalescence. Suddenly, without any apparent cause, he again became very violent and insane. It was soon discovered that he had in some way obtained tobacco. After he ceased to use it, he again became calm and convalescent.

"An aged lady was brought to us very insane. The practice of her friends, for some time, had been to give her ardent spirits, to intoxicate her, at night, and tobacco and snuff, in unlimited quantity, for the day. All these were withdrawn at once. Her sufferings, for some days, were great; but, after a time, she became calm, and got better as soon as the influence of this excitement was over.

"It is very natural to suppose that an article possessing the active properties of this fascinating narcotic should produce



most deleterious effects upon health, particularly upon the brain and nervous system.

"The uninitiated cannot smoke a cigar, or use tobacco in any form, without unpleasant effects. How, then, can it be possible that a poison so active can be used with impunity? The stomach and brain, subjected to such influences, will become diseased, and show their effects as certainly as if alcohol were used. If asked my medical opinion, which was safest, four glasses of wine or four quids of tobacco, daily, I should say, unhesitatingly, the *wine*. Of the two evils, this would, in my opinion, be the least. Tobacco is the strongest, most dangerous narcotic; the habit of its use is the strongest and most difficult to overcome, and the influence felt from it most baneful and destructive to health."

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PLANE STORY. — A planer of planes was once planing a plane, when the plane with which he was planing was plainly discovered not to be plane, but so uneven and rough that he could never make plain what was made for a plane. The planer of planes then complained, with plaintive complaints, that his plain neighbor, to whom he had some time before loaned his plane, had misused his plane, and made it unplane. This plainly appeared not to be plain dealing in his neighbor, who, had he been a plain, upright man, would have plainly told him, when he returned the plane to the planer of planes, that he had accidentally injured the plane while planing something that he wished to make plane. It now appearing plain, to the planer of planes, that the plane with which he had been planing what he intended for a plane would never make it plane, he took another plane he had been using to plane out the new plane; and, after planing that plane, he was able smoothly to plane the new plane.

Let no one complain that it is plain that the word *plane* is so often used that the sense is not plain; for, on examination, it will plainly appear that the meaning is plain, though it plainly requires some pains to see how plain that meaning is.

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A BEAUTIFUL INCIDENT. — A teacher of a school in the vicinity of Boston missed twelve cents, which were in a drawer in his schoolhouse. Suspecting that one of the pupils had taken the money, he improved the favorable opportunity to speak to them of the importance and blessings consequent upon honesty, and he portrayed to them the evils which must result from an opposite course. Kindly he then informed them that he had lost the money which was in his drawer, and that, overcome by temptation, probably one of the boys had taken it. He did not know which one it was. He now advised him affectionately to return it to the drawer again. Within twelve hours the money was returned.

[For the Common School Journal.]

## HOW TO TEACH ELEMENTARY ARITHMETIC.

## No. 3.

We proceed with our examples.

2 tens are 20.

3 tens are 30.

4 tens are 40.

&amp;c., as far as 100.

How many are 2 tens?

How many are 3 tens? &amp;c.

How many tens in 40?

How many tens in 50? &amp;c.

2 times 1 ten are 20.

3 times 1 ten are 30.

4 times 1 ten are 40.

&amp;c., to 100.

The teacher may go on, —

2 times 100 are 200.

3 times 100 are 300.

2 times 2 tens are 4 tens, or 40.

3 times 2 tens are 6 tens, or 60.

4 times 2 tens are 8 tens, or 80.

5 times 2 tens are 10 tens, or 100.

2 times 3 tens are 6 tens, or 60.

3 times 3 tens are 9 tens, or 90.

&amp;c.

1 ten and 1 ten are 2 tens, or 20.

1 ten and 2 tens are 3 tens, or 30.

1 ten and 3 tens are 4 tens, or 40.

1 ten and 4 tens are 5 tens, or 50.

&amp;c.

10 and 20 are how many?

*Ans.* 1 ten and 2 tens are 3 tens, or 30.

20 and 30 are how many?

*Ans.* 2 tens and 3 tens are 5 tens, or 50, &c.

10 and 11 are how many?

*Ans.* 1 ten and 1 ten are 20, and 20 and 1 are 21.

10 and 12 are how many?

10 and 13 are how many?

10 and 14 are how many?

10 and 15 are how many?

10 and 16 are how many?

10 and 17 are how many?

10 and 18 are how many?

10 and 19 are how many?

20 and 11 are how many?

Thus to 80 and 19.

10 and 21 are how many?

*Ans.* 1 ten and 2 tens are 30; 30 and 1 are 31.

Thus to 10 and 89.

20 and 21 are how many?

30 and 26 are how many?

Thus all similar combinations for sums below 100.

21 and 11 are how many?

*Ans.* 21 and 10 are 31; 31 and 1 are 32.

21 and 12 are how many?

21 and 13 are how many? &amp;c.

22 and 11 are how many? &amp;c.

23 and 11 are how many? &amp;c.

Let the teacher go on with similar examples.

13 and 7 are how many?

*Ans.* 3 and 7 are 10; 10 and 10 are 20.

15 and 9 are how many?

*Ans.* 5 and 9 are 14; 14 and 10 are 24.

16 and 14 are how many?

*Ans.* 16 and 10 are 26; 26 and 4 are 30.

69 and 19 are how many?

*Ans.* 69 and 10 are 79; which is 70 and 9; 9 and 9 are 18; 18 and 70 are 88.

All numbers, the sum of which is less than 100, may be added thus, the teacher presenting examples. When one of the numbers ends with 9, the process of addition may be facilitated; thus, — 69 and 19 are how many? Say, 69 and 20 are 89, which is 1 too many, making the answer 88.

2 times 13 are how many?

*Ans.* 2 times 10 are 20; 2 times 3 are 6; 20 and 6 are 26, &c.

2 times 16 are how many?

*Ans.* 2 times 10 are 20; 2 times 6 are 12; 20 and 12 are 32.

4 times 24 are how many?

*Ans.* 4 times 20 are 80; 4 times 4 are 16; 80 and 16 are 96; 96 and 6 are 96.

The teacher may go on with this for sums less than 100.

One half of 20 is how many?

*Ans.* 20 is two tens; one half of two tens is one ten; half of 20 is 10.

One half of 40 is how many?

One half of 60 is how many?

One half of 80 is how many?

One half of 100 is how many?

One third of 30 is how many?

*Ans.* One third of three tens is one ten; one third of 30 is 10.

One third of 60 is how many?

One third of 90 is how many?

One fourth of 40 is how many?

One fourth of 80 is how many?

One fifth of 50 is how many?

One fifth of 100 is how many?

One sixth of 60 is how many?

One seventh of 70 is how many?

One eighth of 80 is how many?

One ninth of 90 is how many?

One tenth of 100 is how many?

One half of 22 is how many?

*Ans.* One half of 20 is 10; one half of 2 is 1; 10 and 1 are 11.

One half of 24 is how many?

One half of 26 is how many?

One half of 28 is how many?

One half of 42 is how many?

And so on, up to 88, using numbers of which both the tens and units are even numbers.

One half of 30 is how many?

*Ans.* 30 is 20 and 10; half of 20 is 10; half of 10 is 5; 10 and 5 are 15; half of 30 is 15.

Half of 32 is how many?

*Ans.* 32 is 20 and 12; half of 20 is 10; half of 12 is 6; 10 and 6 are 16; half of 32 is 16.

Thus with 34, 36, 38, 52, &c. &c.

One third of 33 is how many?

One third of 36 is how many?

One third of 39 is how many?

So with all numbers of which the tens and units are both divisible by 3.

One third of 42 is how many?

*Ans.* 42 is 30 and 12; one third of 30 is 10; one third of 12 is 4; 10 and 4 are 14; one third of 42 is 14.

One third of 45 is how many?

&c.

T.

He that is taught to live upon little, owes more to his father's wisdom, than he that has a great deal left him, does to his father's care.

## THE STORMING OF QUEBEC

Written shortly after the great fire.

BY ELIHU BURRITT

As the conquest of Canada seems to have been a leading object in our two *defensive* wars with Great Britain, we would respectfully call the attention of all the truly valiant, and of all those whose patriotism is not "run" in a pair of bullet moulds, to the present juncture of affairs in Quebec. We are firmly persuaded that redoubtable city might be easily overcome, if a well-arranged descent was made upon it, without a moment's delay. And if Captain Polk would but commission us to fit out that great, lazy leviathan, the OHIO, which lies basking its crocodile back in Boston harbor, and permit us to man and arm it with such men and arms as we wot of, we would engage to reduce that American Gibraltar in ten days, without the loss of a single drop of blood. Who cares for Wolfe and Montgomery? Brave men they were, in a certain sort of fashion; but they did "not know any thing about war," about overcoming enemies; they had not the gospel knack of taking a city. Their tactics and tools were short-sighted and short-bitted. The difficulty with them and all their kind was this, — *they could not get at the enemy*. They pushed thousands of their foes into eternity on the points of their bayonets; their cannon fenced the Plains of Abraham with windrows of dead men; but they never killed an *enemy*. Enemies are as immortal as any malignant spirits, and you might as well hope to shoot sin stone dead, as to shoot an enemy. There is but one way given under heaven, by which one can kill an enemy, and that is, *by putting coals of fire upon his head*; that does the business for him at once. Lie in wait for him, and if you catch him in trouble, faint from hunger or thirst, or shivering with cold, spring upon him like a good Samaritan, with your eyes, hands, tongue, and heart full of good gifts. Feed him, give him drink, and warm him with clothes and words of kindness; and he is done for. You have killed an enemy and made a friend at one shot.

Now, as we were saying, we should like to be put in command of the Ohio for thirty days. We would trundle out all that was made of iron, except the anchor, cable, and marline-spike; we would not save a single cutlass, though it had become domesticated to a cheese knife. Then the way we would lade down the huge vessel to the water's edge, with food and covering for human beings, should be a marvel to the carrying trade. The very ballast should be something good to eat. Let's see, — yes, — we have it! The ballast should be round clams, or the real quahaugs, — heavy as cast iron, and capital for roasting. Then we would build along up, filling every square inch with well-cured provisions. We would have a hogshead of bacon mounted into every port-hole, each of which should discharge fifty hams a minute when the ship



was brought into action. And the state-rooms should be filled with well-made garments, and the taut cordage, and the long tapering spars should be festooned with boy's jackets and trousers. Then, when there should be no more room for another codfish or herring, or sprig of catnip, we would run up the white flag of peace; and ere the moon changed, it should wave in triumph in the harbor of Quebec. We would anchor under the silent cannon of her Gibraltar, and open our *butteries* upon the hungry and homeless thousands, begging bread on the hot ashes of their dwellings. We would throw as many hams into the city in twenty-four hours, as there were bomb-shells and cannon-balls thrown into Keil by the besieging armies. We would barricade the low, narrow streets, where live the low and hungry people, with loaves of bread. We would throw up a breastwork clear round the market place, of barrels of flour, pork, and beef, and in the middle we would raise a stack of salmon and codfish, as large as a small Methodist meeting-house, with a steeple to it, and a bell in the steeple; and the bell should ring to all the city bells, and the city bells should ring to all the people, to come to market and buy provisions, "without money and without price." And white flags should every where wave in the breeze, on the vanes of steeples, on mast head, on flag-staves along the embattled walls, on the ends of willow sticks, borne by the romping, laughing, trooping children. All the blood-colored drapery of War should bow and blush before the stainless standard of Peace, and generations of Anglo-Saxons should remember, with mutual felicitations, THE CONQUEST OF THE WHITE FLAG; or, *The Storming of Quebec*.

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EDUCATION OF CHILDREN. — What a noble sentiment is that of John Adams, which he conveyed to his wife, when public duties for a time separated him from his family! — "The education of our children is never out of my mind. Train them to virtue; habituate them to industry, activity, and spirit. Make them consider every vice as shameful and unmanly. Fire them with ambition to be useful. Make them disdain to be destitute of any useful knowledge."

What a valuable lesson is this, coming, as it does, from a man who had reached the highest summit of human greatness! Every parent should treasure it up, and keep it constantly in mind.

If all of us who are parents would make this sentiment true, so far as we are concerned, what a lovely face would society present! "*The education of my children is never out of my mind.*"

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THE parent who would train up a child in the way he should go, must go in the way he would train up the child.

## CHILDREN.

BY MRS. HARRIET BEECHER STOWE.

"A little child shall lead them."

ONE cold market morning, I looked into a milliner's shop, and there I saw a hale, hearty, well-browned young fellow from the country, with his long cart whip, and a lion shag coat, holding up some little matter, and turning it about on his great fist. And what do you suppose it was? *A baby's bonnet!* A little, soft, blue, satin hood, with a swan's down border, white as the new-fallen snow, with a frill of rich blonde around the edge.

By his side stood a very pretty woman, holding, with no small pride, the baby, — for evidently it was *the* baby. Any one could read that fact in every glance, as they looked at each other, and the little hood, and then at the large, blue, unconscious eyes, and fat, dimpled cheeks of the little one. It was evident that neither of them had ever seen a baby *like that* before!

"But, really, Mary," said the young man, "isn't three dollars very high?"

Mary very prudently said nothing, but taking the little bonnet, tied it on to the little head, and held up the baby. The man looked, and grinned, and without another word down went the three dollars, — all that the last week's butter came to; and as they walked out of the shop, it is hard to say which looked the most delighted with the bargain.

"Ah!" thought I, "a little child shall lead them."

Another day, as I was passing a carriage-factory along one of our back streets, I saw a young mechanic at work on a wheel. The rough body of a carriage stood beside him, and there, wrapped up snugly, all hooded and cloaked, sat a little dark-eyed girl, about a year old, playing with a great shaggy dog. As I stopped, the man looked up from his work, and turned admiringly towards his little companion, as much as to say, "See what I have got here!"

"Yes," thought I, "and if the little lady ever gets a glance from admiring swains as sincere as that, she will be lucky."

Ah, these children! little witches! pretty, even in all their faults and absurdities! winning, even in their sins and iniquities! See, for example, yonder little fellow in a naughty fit; he has shaken his long curls over his deep blue eyes, the fair brow is bent in a frown, the rose-leaf lip is pursed up in infinite defiance, and the white shoulder thrust naughtily forward. Can any but a child look so pretty even in their naughtiness?

Then comes the instant change, flashing smiles and tears, as the good comes back all in a rush, and you are overwhelmed with protestations, promises, and kisses! They are irresistible, too, these little ones. They pull away the scholar's pen, tumble about his papers, make somersets over his books; and

what can he do? They tear up newspapers, litter the carpets, break, pull, and upset, and then jabber unimaginable English in self-defence; and what can you do for yourself?

"If I had a child," says the precise man, "you should see."

He does have a child, and his child tears up his papers, tumbles over his things, and pulls his nose, like all other children; and what has the precise man to say for himself? Nothing; he is like every body else; "a little child shall lead him."

Poor little children! they bring and teach us, human beings, more good than they get in return! How often does the infant, with its soft cheek and helpless hand, awaken a mother from worldliness and egotism, to a whole world of new and higher feeling! How often does the mother repay this, by doing her best to wipe off, even before the time, the dew and fresh simplicity of childhood, and make her daughter too soon a woman of the world, as she has been!

The hardened heart of the worldly man is unlocked by the guileless tones and simple caresses of his son; but he repays it, in time, by imparting to his boy all the crooked tricks, and hard ways, and callous maxims, which have undone himself.

Go to the jail, to the penitentiary, and find there the wretch most sullen, brutal, and hardened. Then look at your infant son. Such as he is to you, such to some mother was this man. That hard hand was soft and delicate; that rough voice was tender and lisping; fond eyes followed him as he played; and he was rocked and cradled as something holy. There was a time when his heart, soft and unworn, might have opened to questionings of God, and Jesus, and been sealed with the seal of Heaven. But harsh hands seized it; fierce, goblin lineaments were impressed upon it; and all is over with him forever!

So, of the tender, weeping child is made the callous, heartless man; of the all-believing child, the sneering skeptic; of the beautiful and modest, the shameless and abandoned; and this is what *the world* does for the little one.

There was a time when the *Divine One* stood on earth, and little children sought to draw near to him. But harsh human beings stood between him and them, forbidding their approach. Ah! has it not been always so? Do not even we, with our hard and unsubdued feelings, our worldly and unscriptural habits and maxims, stand like a dark screen between our little child and its Savior, and keep, even from the choice bud of our hearts, the sweet radiance which might unfold it for paradise? "Suffer little children to come unto *me*, and forbid them not," is still the voice of the Son of God; but the cold world still closes around and forbids. When, of old, the disciples would question their Lord of the higher mysteries of his kingdom, he took a little child and set him in the midst, as a sign of him who should be greatest in heaven. That gentle teacher still

remains to us. By every hearth and fire-side, Jesus still *sets the little child in the midst of us.*

Wouldst thou know, O parent, what is that *faith* which unlocks heaven? Go not to wrangling polemics, or creeds and forms of theology, but draw to thy bosom thy little one, and read in that clear, trusting eye the lesson of eternal life. Be only to thy God as thy child is to thee, and all is done. Blessed shalt thou be, indeed, when "*a little child shall lead thee!*" — *New York Evangelist.*

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**NATURAL RELIGION.** — Some would direct the youthful inquirer to the works of God as the sufficient rule of life and source of moral influence. No thoughtful Christian will undervalue their testimony, in order to enhance the worth of a written revelation. The works of God are marvellous, and are sought out by all them that take pleasure therein. The uses of the study of nature are manifold. It constitutes, in a most important sense, the basis of revealed religion. The Bible never attempts to prove some cardinal points. The being and some of the attributes of God, it takes for granted. He has impressed on nature fixed laws, not mere phantasms, not mere seeming substitutes for laws; and He has also made our minds capable of tracing effects to a cause, of inferring intelligence from design, and of entertaining settled convictions of the wisdom and goodness of the Creator. To disparage and reject this testimony, is in fact to take away the cornerstone of all true theology.

Again, in the education of the Christian life, the services of natural religion are often invaluable. There are states of mind when its evidence is most convincing. There are moments when the heavens not only reveal, but declare the glory of God. Who, at the silent hour of midnight, can look at the host of stars, and not sometimes feel "immortal impulses"?

"Thick clustering orbs, and this our fair domain,  
The tall, dark mountains, and the deep-toned stars,"

have an articulate voice.

It is mentioned of a venerable New England clergyman, now deceased, that when, in college, he was called upon to demonstrate the truths of the Copernican astronomy, the evidence which it furnishes for the being of a God was so overpowering, that he fainted. This impression was never lost. It appeared to produce a permanent change in his feelings, and ever afterwards to constitute a characteristic feature of his mind. — *Bibliotheca Sacra.*

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He shall be immortal who liveth till he be stoned by one without fault.



EXTRACT FROM THE REPORT OF THE SCHOOL COMMITTEE OF PROVIDENCE.—The object of public instruction should be the development and formation of character, both intellectual and moral, and the consequent preparation of youth for the responsibilities of manhood. Intellectual culture alone is not sufficient. The mere matter of reading, arithmetic, and grammar, or even of literature and science, in their broadest extent, falls far short of the whole object of education.

The powers of the understanding must be unfolded and strengthened by the prosecution of studies specially fitted for that purpose. But are not the moral faculties of children equally capable of cultivation, equally essential to right conduct, and ultimate success in life, and, therefore, equally deserving the care and solicitude of those whose duty it is to direct the course of public instruction? Nor is it at all beneath the dignity, or apart from the duty, of the public teacher, to descend, occasionally, to all those details, which, even in little things, pertain to the cultivation of good manners, and aim at the prevention and the cure of coarseness, rudeness, and ill-breeding.

We would, therefore, have the influence of our public schools such as to cultivate, in every child, over and above its intellectual discipline, habits of personal cleanliness, of order, of punctuality, of diligence; and, above all, habits of undeviating truth and incorruptible honesty. The great principles of right and wrong, the respect due to age, station, and authority, should be illustrated and enforced by every means which ingenuity can devise. The pupil should be trained, as far as possible, to love whatsoever is virtuous, and honorable, and of good report. Nor can the moral influence of instruction be regarded as complete until the great Christian precept,—that of “doing unto others as we would that they should do unto us,”—is deeply impressed upon the mind of every child.

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It is not uncommon for children to say, “I know the thing, but cannot tell it.” “I have the thought, but cannot express it.” We have now and then known grown-up children to say as much. But nothing is more false. No one, be he child or man, knows a thing, in the sense of the scholar, until he can speak it. If he cannot say what he thinks, he has not fully mastered it. He may be conscious that he can find the thing; but he has not found it yet. If it be a subtile distinction, which he is certain should be drawn, there is a word for the distinction; but he has not made it till he has reached that word. Is it a grand conception or a glowing idea? He has not reached it till he has found the body and enshrined therein the spirit. Is it a cogent and resistless argument? He has not found it till he has found the words, and made the propositions, and linked the whole into an iron chain of resistless logic.

*Rev. Noah Porter, Jr.*

## SONNET,

BY REV. JOSEPH BLANCO WHITE.

Mysterious Night! When our first parent knew  
 Thee from report divine, and heard thy name,  
 Did he not tremble for this lovely frame,  
 This glorious canopy of light and blue?  
 Yet 'neath a curtain of translucent dew,  
 Bathed in the rays of the great setting flame,  
 Hesperus with the hosts of heaven came,  
 And lo! creation widened in man's view.  
 Who could have thought such darkness lay concealed  
 Within thy beams, O sun? Or who could find,  
 Whilst fly, and leaf, and insect stood revealed,  
 That to such countless orbs thou mad'st us blind?  
 Why do we then shun death with anxious strife?  
 If Light can thus deceive, wherefore not Life?

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FLOGGING. — A late English writer, in enumerating the modes of punishment in China, says, —

"The grand panacea, however, after all, is the rod. The general application of this vigorous instrument of administration is by no means confined to China, but embraces without exception every country of the East, from Japan to Bengal, including about five hundred millions of people, or more than half the human race. There, the rod, under its various appellations of bamboo-cane, cudgel, or birch, is actively at work from morning till night, and afterward from night till morning. The grand patriarch canes his first minister; the prime minister canes the secretary of state; he admonishes the lords of the treasury by belaboring their backs; these enforce their orders to the first lord of the admiralty by applying what is equal to a cat-o'-nine tails. Generals cane field-officers, and field-officers the captains and subalterns. Of course, the common soldiers of the celestial army are caned *ad libitum* by every body. Then husbands cane their wives, and wives their children. In short, China may be truly described as a well-flogged nation."

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THE cost of a little more than 36,000 children in the schools of Philadelphia, last year, was \$5,67 for each pupil.

Exclusive of miscellaneous expenses, the cost for 4900 children, in the city of Providence, as appears by a late report, was \$4,67 each. Inclusive of all miscellaneous expenses, it was \$5,57.

Exclusive of all expenses for buildings, repairs, or apparatus, the cost of the Boston schools, last year, reckoning *on the average of attendance*, was \$10,52, — reckoning *on the whole number in attendance*, it was \$7,92. Including all expenses, the cost was about \$13 per scholar.

**LIGHT AND HEAT OF THE SUN.** — The sun has been usually considered as a planet, but should rather be numbered among the stars, because he agrees with them in the continual emission of light, and in apparently retaining his relative situation with very little variation. His radiant orb is in figure a spheroid, surrounded by an atmosphere of extreme tenuity and great extent. The sun constantly emits streams of light, which, being reflected by the planets they fall upon, can be ascertained to extend with inconceivable swiftness into space nearly two thousand millions of miles ; — how far beyond the regions of Uranus is left to conjecture ; as well as the further effects of their impingement upon planetary surfaces, and what eventually becomes of this wonderful traversing emanation. Must it not reach, at least, as far as the aphelia of comets ?

The solar rays, thus transmitted through space in every direction, must affect the several heavenly bodies very differently, on account of the varieties in their atmosphere, and because the intensity of both light and heat diminishes as the square of the distance increases. The appearance of the sun is that of an intensely brilliant ball, far too dazzling for the unprotected eye. This light is so ardently strong, that the most vivid flames which human art can produce, when held before the sun, disappear ; and intensely ignited solids become dark spots on the solar disc when seen between it and the eye. "The ball of ignited quicklime," says Sir John Herschel, "in Lieutenant Drummond's oxy-hydrogen lamp, gives the nearest imitation to the solar splendor which has yet been produced. The appearance of this against the sun was, however, as described, (*viz, a dark spot,*) in an imperfect trial at which I was present." — The direct light of the sun has been estimated to be equal to that of 5570 wax candles of moderate size, supposed to be placed at the distance of one foot from the object. That of the moon is probably only equal to the light of one candle at the distance of twelve feet. Consequently, the light of the sun is more than 300,000 times greater than that of the moon. — *Exchange Paper.*

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**WHICH IS THE MOST PERFECT POPULAR GOVERNMENT ? —**  
"That," said Bias, "where the laws have no superior."  
"That," said Thales, "where the inhabitants are neither too rich nor too poor." "That," said Anacharsis the Scythian, "where virtue is honored and vice detested." "That," said Pittacus, "whose dignities are always conferred upon the virtuous, and never upon the base." "That," said Cleobulus, "where the citizens fear blame more than punishment." "That," said Chilo, "where the laws are more regarded than the orators." But Solon said, "That where an injury done to the meanest subject, is an insult to the whole community."

**THE NECESSITY OF EXERCISE.** — The following rational remarks are taken from a sermon delivered before the library societies of Yale College, by the Rev. George Bethune, of Philadelphia.

"Exercise, to be of service, must be enjoyed, and to be enjoyed, must have some aim, no matter what, so that it be innocent, which will occupy our thoughts pleasantly. There is a most pernicious, false public opinion among us, which looks upon athletic amusement as undignified for intellectual men, and almost wicked for clergymen. People would be shocked to see grave, black-coated personages engaged, like schoolboys, in a game of ball, or contending with each other in pitching quoits; yet an occasional, even frequent exercise of some such sort would save many a promising young man from an early tomb, and prolong the usefulness of many prematurely old. 'All work and no play,' is as poor a maxim for the adult as the child; it makes the one dull as it does the other; for we are the 'children of a larger growth.' Our thoughts become too abstract, unnatural, and often gloomy. The brain takes the tone of the stomach. Some starve it, thereby to obviate the necessity of exercise, and grow light-headed or visionary; others overload it, and grow confused, melancholic, or ill-tempered. It has been observed that wars involving lasting mischief to great nations, have arisen from a ministerial despatch having been written during a fit of indigestion. Dryden's favorite inspiration, when wishing to do better than usual, was a strong saline draught; and a very eminent English statesman resorted to a similar mode of clearing his head. It is more than probable that hurtful theories are often promulgated in books, whose authors labor under similar difficulties, without taking means to remove them, which pleasant out-door exercise might do. If so, to abstain from it, is a sin against ourselves and the world.

"Here is the secret," says the doctor, "of that sound, clear-headed vigor for which Scotch intellect is so notable."

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#### SCHOOL BOOKS.

**A CLASS-BOOK OF BOTANY**, designed for Colleges, Academies, and other Seminaries, where the Science is taught. In Two Parts. By Alphonso Wood, A. M., Associate Principal in Kimball Union Academy. Boston: Crocker & Brewster. 1845.

**A GRAMMAR OF THE ENGLISH LANGUAGE**, for the Use of Schools. By W. H. Wells, M. A., Instructor in Phillips Academy, Andover, Mass. 1846.

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